2018-2019 Principal Preparation Grant Prog Application Due 5:00 p.m. CT, March 13, 2018	ram
Texas Education Agency NOGA ID	Application stamp-in date and time
Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency 1701 N. Congress Avenue Austin TX 78701-1404	
Grant Information	ANTS PUR TO THE PUR TO
Grant Period 04/13/2018 to 06/30/2019	NAS EDUCATION AGENCOLUNION AGENT CONTROL CENTER GRANTS ADMINISTRATION
Program Authority P.L. 114-95, ESSA, Title II, Part A	PM PM
Pre-award costs are permitted.	CENTER RATION
X Pre-award costs are not permitted.	R 6
Required Attachments	
The following attachments are required to be submitted with the application. No c	ther submitted materials will be
1. IHE/EPP scope and sequence 2. IHE/EPP instructional coaching protocols 4. IHE/EPP evaluation process and metrics	
Applicant Information	
Name Education Service Center, Region 2 CDN or Vendor ID 178950 ESC	# 2 Campus # DUNS # 076926153
Address 209 N Water Street City Corpus Christi	ZIP 78401 Phone 361-561-8400
Primary Contact Dr. Rick Alvarado En	nail rick.alvarado@esc2.us
Secondary Contact Ryan Johnston En	nail ryan.johnston@esc2.us
Certification and Incorporation	
I understand that this application constitutes an offer and, if accepted by TEA or renbinding agreement. I hereby certify that the information contained in this application and that the organization named above has authorized me as its representative to obinding contractual agreement. I certify that any ensuing program and activity will be compliance with all applicable federal and state laws and regulations. I further certificance with all applicable federal and state laws and regulations. I further certificance with all applications of the grant application, as applicable: Grant application, guidelines, and instructions General Provisions and Assurances and any application-specific provisions ar Debarment and Suspension Certification	on is, to the best of my knowledge, correct obligate this organization in a legally be conducted in accordance and by my acceptance of the requirements
✓ Lobbying Certification	
Authorized Official News City	
- Ignature R	Date ಎ.ಆ.৫
Frant Writer Name Marisa Eddins Signature Max	isa Eddling Date
S Grant writer is an employee of the applicant organization.	
Grant writer is not an employee of the applicant organization.	701-18-105-048
FA # 701-18-105 SAS # 276-18 2018-2019 Principal Preparation G	rant Program

Shared Services Arrangements

X Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent. The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter

into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
71% of LEAs surveyed stated that recruiting principals from a diverse candidate pool is a moderate to high priority.	The SSA will ensure that a systematic and informed targeted recruitment and selection process includes strategies to pool principal residents to mirror that of the student population at the participating LEA.
86% of LEAs surveyed stated that the professional development/curriculum offered was a high priority or essential to their participation in the SSA.	The SSA will provide sustained and rigorous clinical learning in an authentic school setting that supports the following six areas: school culture, leading learning, human capital, executive leadership, strategic operations, and ethics, equity and diversity.
100% of LEAs surveyed stated residents must learn how to improve student achievement and build a culture of continuous improvement.	The SSA will develop an evaluation process and metrics that target these abilities using instructional coaching protocols and feedback sessions.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2019, 100% of principal residents will successfully complete the program with a minimum 95% pass rate on the principal TEXES certification exam.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Educator Preparation Program (EPP) Related Benchmarks will include: (1) The number of principal residents that complete Texas Teacher Evaluation and Support System (T-TESS) Appraiser Training, and (2) The number of principal residents that complete Advancing Educational Leadership (AEL) Training.

Project Related Benchmarks will include: (1) Demographic information of principal residents, and (2) Number of applicants for principal residency within an LEA.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

EPP Related Benchmarks will include: (1) The number of principal residents that complete the practice administration of the principal TeXes certification exam, (2) The number of principal residents that submit an Action Research Project that includes a plan that identifies, addresses and resolves a significant problem/challenge in the school that influences practice and student learning, and (3) The number of on-site observations conducted by alternative certification field supervisor.

Project Related Benchmarks will include: (1) Performance evaluation data on principal residents such as observations, teacher surveys (either approved or provided by TEA), and coaching notes, and (2) Residents' satisfaction rates with IHE/EPP and mentor principal.

Third-Quarter Benchmark:

EPP Related Benchmarks will include: (1) The number of principal residents that complete at least 60% of on-site intern activities, (2) The number of principal residents demonstrating progress made on the Action Research Project, (3) The number of principal residents that complete the first administration of the principal TeXes certification exam, and (4) The number of onsite observations conducted by alternative certification field supervisor.

Project Related Benchmarks will include: (1) Performance evaluation data on principal residents such as observations, teacher surveys (either approved or provided by TEA), and coaching notes, and (2) Residents' satisfaction rates with IHE/EPP and mentor principal.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program evaluation will assess principal residents' perception of the project activities, identify the project's impact, and monitor the activities to demonstrate success. To assess the degree to which project goals are achieved the following process evaluation data will be collected for project activities and used for the overall program evaluation: (1) number of pre-conferences, observations and post conferences conducted, (2) survey of principal residents' in the Action Research Projects, (3) measure of student growth as a result of Action Research Project, (4) number of principal residents' placed in administrative positions, (5) demographic information of principal residents, (6) principal residents survey results, (7) mentor survey results, and (8) TeXes scores and passing rates for each administration.

As data is collected, program staff will evaluate the program using the following process questions at each benchmark to determine if modification are needed: (1) Are the activities being performed as planned? (2) Is the project reaching the intended target population? (3) How satisfied are the LEAs and principal residents with their involvement in this project? (4) How should the planned activities be modified to work better? (5) What lessons can we learn from the way in which the project is unfolding? When modifications to the project seem necessary, the following questions will be used to document the lessons learned and implement new strategies needed to course correct: (1) What can be done differently to complete the project more effectively? (2) What key changes can be made to the project to enhance the achievement of goals? (3) What are the lessons learned for the future? (4) What outcomes should be considered to repeat effective strategies or conduct the project again in the future?

The overall program evaluation will assess the extent to which the project has achieved its intended effects, and other effects it could have had on the principal residents or the LEAs. To assess the degree to which project goals are achieved data will be collected for program activities to answer the following questions: (1) Did the project reach the intended number of principal residents? (2) Did the project provide the planned activities? (3) Did the activities lead to the expected products? (4) Were there any unexpected products?

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The SSA will deliver a school-based principal preparation program in which prospective principals will engage in sustained and rigorous clinical learning through the SSA's educator preparation programs (EPP), supplemented with substantial leadership responsibilities and opportunities to practice and be evaluated in an authentic school setting. During the academic year, principal residents will complete research-based coursework that is integrated with the clinical residency experience.

Course organization includes:

- (1) face-to-face classroom instruction with additional online coursework requirements. At least 150 hours will occur during the summer before interns report to campus. An additional 75 classroom hours will be conducted during the school year. (2) internship activities aligned with Principal Certification Standards and competencies (minimum of 180 hours participation). These activities are based across the principal certification standards and competencies and provide a rigorous internship experience. Some activities will require the intern to lead a group of peers in staff development, problem solving or conflict resolution. Interns will submit a video of one of these sessions to be evaluated by the program and a group of peers.
- (3) on-site observations and collaboration with interns and site supervisors to ensure a variety of authentic activities to prepare interns for success as a campus administrator.
- (4) completion of an Action Research Project (ARP). The ARP requires the intern to assemble and lead a group of stakeholders to identify an instructional need and identify, select research based practices to address the need, and create a plan to address the need. The intern will develop and conduct continuous professional development, conduct walkthroughs and collect student work samples which the stakeholder group will use to evaluate the plan.

Course objectives include: (1) prepare residents for successful completion of the Principal TeXes exam, (2) provide a foundation in the Principal Certification Standards 19 TAC 241.14I, including specifically selected topics to address each standard, and (3) collaborate with LEA's to provide internship opportunities in school leadership that will positively impact student academic achievement. This will include site supervisor training, observation feedback and frequent communication with interns and site supervisors.

Course topics include: (1) school culture - Including AEL training, conflict resolution; the 5 dysfunctions of a team, (2) leading learning - including leverage leadership, T-TESS appraiser certification, data driven decision making and accountability training, (3) human capital - including recruitment and hiring of personnel, observation and feedback, leading professional development, coaching and supervising, crucial conversations, impact coaching, and documentation training, (4) executive leadership – including effective communication, organization, school law, school budget, finances, activity funds, community relations, campus and district goals, and change management, (5) strategic operations – including school budgets, allocation of resources, technology, compliance with district, state and federal policy, data management, campus safety, transportation, and food services, and (6) ethics, equity, and diversity - including Chapter 247 Educator Code of Ethics training, special programs training, ESSA and Title Grants training, and Equity Plan training.

After residents report to their campus, they will complete standards based activities, supervised by the site supervisor and the SSA's Leadership Specialist who serves as Field Supervisor. The Action Research Project will be a going activity throughout the school year. To complete the project, the intern will: (1) lead a collaborative team of stakeholders to conduct a needs assessment using several data sources to identify an area of instruction that needs support, (2) identify researched based strategies to address the need, (3) choose a strategy to implement on campus and develop SMART goals for implementation, (4) develop and lead continuous staff development on campus, (5) conduct walk-throughs and collect student work samples, and (6) lead stakeholders to evaluate the success of the plan. To ensure success, residents will receive ongoing support from an effective mentor principal or school leader.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Recruitment: LEAs participating in the SSA will publicize the process to apply for the Principal Preparation program using a variety of methods in order to allow permanent staff to submit an application. At a minimum, the LEA will send an email to all staff and post information about the project on their school website. Applications will be accepted based on meeting the following criteria: (1) minimum GPA requirement of 2.5 with cohort average of at least 3.0, (2) must have at least two-years successful teaching experience, (3) minimum of five-years of leadership experience, (4) bachelor's degree, (5) master's degree or completion of master's degree concurrent with completion of the EPP, and (6) a minimum of three references.

Shortlisting: If the LEAs has more applicants than resident slots available, it will shortlist applicants against the following criteria: (1) applicants' participation on district-wide committees, site-based decision making teams, and other schoolwide committees, (2) number of years successful teaching, (3) years of service at the LEA, and (4) the applicant's ranked score on the Partners in Educational Leadership Program (PEL) application's leadership experience essay. If an applicant does not have all of the essential criteria then they will not be shortlisted.

Final Review & Selection: LEA staff will remain objective throughout the recruitment and selection process, and will use the following criteria to make final resident selections: (1) measurable student achievement, (2) evaluations/appraisals, (3) interpersonal leadership, (4) response to observations and feedback, and (5) growth mindset. Once a suitable applicant has been decided upon, the LEA will contact the candidate to offer the resident slot, subject to satisfactory references.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Educator Preparation Program (EPP): All principal residents from LEAs participating in the SSA will enroll in the Education Service Center Region 2, Partners in Educational Leadership (PEL) Program.

Scope and Sequence: (1) June - Orientation, T-TESS; AEL: Data Driven Decision Making; (2) July - Coaching, Supervision & Feedback; Special Programs; Ethics; Culture and Climate; (3) August - Leading Learning; (4) September - Finance; Budgets; (5) October - Title I, II, III, IV, VII & IX, Submit Action Research Plan, On Site Observation 1 Completed; (6) November -Comprehensive Needs Assessment; Campus Improvement Plan; SBDM, Practice TeXes Exam; (7) December - Providing Feedback and Crucial Conversations, Action Research Project Interim Report, Principal TeXes; (8) January - Purposeful Communities; Communication with Stakeholders, On Site Observation 2 Completed; (9) February - Documentation; Personnel, Internshop Activity Check-In; (10) March - On Site Observation 3 Completed; (11) April - Transportation/Health/ Food Services/School Board; and (12) May - Internship Activities Completed, Presentation of Action Research Projects and Graduation.

EPP's Required Readings & Textbooks: (1) Bambrick-Santoyo, Paul. Leverage Leadership: A Practical Guide to Building Exceptional Schools. John Wiley & Sons, 2013; (2) Texas Education Agency. Texas Teacher Evaluation & Support System (T-TESS), 2016; (3) Texas Education Agency. Advancing Educational Leadership (AEL), 2017; (4) Texas Education Agency. Texas Principal Evaluation and Support System (T-PESS); (5) Kemerer, Frank and Jim Walsh: The Educator's Guide to Texas School Law. University of Texas Press, 2003

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Support and Supervision: Principal residents will receive support and supervision from both the EPP Field Supervisor and a LEA mentor. At the school site, principal residents will work alongside a LEA mentor for the full academic year, complete observations, receive frequent coaching, and attend reflection meetings. Principal residents will also receive support and supervision from the EPP Field Supervisor through additional observations and coaching. Both the EPP Field Supervisor and LEA mentor will use instructional coaching protocols and tools for conducting observations that align with the Texas Principal Evaluation and Support System.

Evaluation: Together with the EPP Field Supervisor and LEA mentor, principal residents will engage in a quarterly assessment process to review coursework and reflect upon progress made towards the project requirements. These meetings will provide an opportunity for more formalized feedback and evaluation.

Metrics: Principal residents must meet all legal requirements for a credential prior to recommendation for that credential. The legal requirements for credentials include: (1) completion of T-TESS training and certification, (2) completion of AEL training, (3) attendance, (4) observation coaching/feedback results, (5) completion of a minimum of 160 hours of internship activities, (6) completion and presentation of Action Research Project, and (7) recommendation by administrator, field supervisor and site administrator.

Statutory/Program Assurances

The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities 🗵 to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

- ☑ The LEA must assure that residents do not hold a principal certification in the state of Texas.
- The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's onsite coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

	Description of Activity or Cost	Amount Budgete
1.	Educator Preparation Program tuition (@ \$6,705 per principal resident)	308,430
2.	Travel for TEA Principal Preparation Summer Institute (for resident and mentor principal)	20,562
3.	Substitute costs for resident teachers (@ \$350 per principal resident)	16,100
4.	Stipends for mentor principals (@ \$750 per mentor principal)	34,500
5.	Principal Certification TeXes Exam (@\$131 per test/limit one administrator per resident)	6,026
6.	Texas Principal Certification Fee (@ \$55 per principal resident)	2,530
7.	Program Personnel and Materials	149,500
8.	Indirect Costs	59,800
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
	Total grant award requested	507.440
	rotal grant award requested	597,448

Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Education Service Center, Region 2	178950
Member LEA	
Pawnee ISD	013902
Alice ISD	125901
Corpus Christi ISD	178904
Gregory-Portland ISD	205902
Mathis ISD	205904
Ben Bolt-Palito Blanco ISD	125902
Bishop CISD	178902
Banquete ISD	178913
	



Partners for Educational Leadership (PEL) 2018-2019 Scope & Sequence with Standards

Month	Activities
June 2018	 Orientation T-TESS AEL Data Driven Decision Making
July 2018	 Coaching Supervision & Feedback Special Programs Ethics Culture and Climate
August 2018	Leading Learning
September 2018	FinanceBudgets
October 2018	 Title I, II, III, IV, VII & IX Submit Action Research Plan On Site Observation 1
November 2018	 Comprehensive Needs Assessment Campus Improvement Plan SBDM Practice TeXes Exam
December 2018	 Providing Feedback and Crucial Conversations Action Research Project Interim Report Principal TeXes
January 2019	 Purposeful Communities Communication with Stakeholders On Site Observation 2
February 2019	 Documentation Personnel Internship Activity Check-In
March 2019	 Activity Funds School Safety On Site Observation 3

April 2019	 Transportation Health Food Services School Board 	
May 2019	 Internship Activities Completed Presentation of Action Research Projects Graduation 	

Standards Alignment

	Domains					
Topic	SC	LL	НС	EL	SO	EE&D
AEL						
T-TESS						
David's Law	4					
Campus Finance						
ELL/Bilingual/LPAC						
Ethics	T					
Food Service			8			
Coaching-Feedback		<u>.</u> 11,				
Learning Focused Supervision			1			
McKinney-Vento						
Nature and Needs					10-5	
Personnel						
Title Grants						1.0
Transportation						
School Climate and Culture						
Safety				E		
Section 504						
SBDM						
Special Ed						
State Accountability						

For more information, contact:

Marisa Eddins Trish Thornton marisa.eddins@esc2.us patricia.thornton@esc2.us 361-561-8520 361-561-8667



Partners for Educational Leadership (PEL) 2018-2019 Course Syllubus

Partners in Educational Leadership – Cycle 22 – 2018-2019 Instructor Marisa Eddins

Education Service Center Region 02
209 North Water
Corpus Christi, TX 78401
OFFICE – Room 2-08
CLASSROOM – Room 3-24

- A. DESCRIPTION: This 12 month program will prepare participants for certification as a principal in Texas. The program is accredited by TEA and complies with requirements outlined in the Texas Administrative Code.
- B. ORGANIZATION The course will contain the following elements:
 - a. Face to face classroom instruction with additional online coursework requirements.

 There will be a minimum of 200 hours classroom work required.
 - b. Internship activities aligned with Principal Certification Standards and competencies. There will be a minimum of 180 hours participation.
 - c. Interns will complete an Action Research Project

C. COURSE OBJECTIVES

- a. Prepare students for successful completion of the Principal TeXes exam.
- b. Provide a foundation in the Principal Certification Standards 19 TAC 241.141
- c. Collaborate with LEA's to provide internship opportunities in school leadership that will positively impact student academic achievement.

D. COURSE TOPICS

- a. School Culture Including AEL training, conflict resolution; the 5 dysfunctions of a team.
- b. **Leading Learning** including leverage leadership, T-TESS appraiser certification, data driven decision making and accountability training.
- c. Human Capital including recruitment and hiring of personnel, observation and feedback, leading professional development, coaching and supervising, crucial conversations, impact coaching, and documentation training.
- d. **Executive Leadership** including effective communication, organization, school law, school budget, finances, activity funds, community relations, campus and

- district goals, and change management.
- e. **Strategic operations** including school budgets, allocation of resources, technology, compliance with district, state and federal policy, data management, campus safety, transportation, and food services,
- f. Ethics, equity, and diversity including Chapter 247 Educator Code of Ethics training, special programs training, ESSA and Title Grants training, and Equity Plan training.

E. TEXTS

- a. Bambrick-Santoyo, Paul. Leverage Leadership: A Practical Guide to Building Exceptional Schools. John Wiley & Sons, 2013
- Texas Education Agency. Texas Teacher Evaluation & Support System (T-TESS), 2016
- c. Texas Education Agency. Advancing Educational Leadership (AEL), 2017
- d. Texas Education Agency. Texas Principal Evaluation and Support System (T-PESS)
- e. Kemerer, Frank and Jim Walsh: The Educator's Guide to Texas School Law. University of Texas Press, 2003

F. BENCHMARKS

- a. Successful Completion of T-TESS and AEL Trainings.
- b. Activities
- c. Passing score on practice TeXes to receive testing approval

G. ATTENDANCE

a. Attendance is mandatory. All absences must be made up. Face to face classes will be held during the four week summer intensive and one Saturday per month. In addition, there will be one Zoom class meeting per month.

For more information, contact:

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Partners in Educational Leadership – Cycle 22 – 2018-2019 Instructor Marisa Eddins

High quality, relevant and timely professional learning experiences, both individualized and collaborative, are integral to the development of principal interns. Observation, coaching and feedback of these learning experiences to promote the development of individual high leverage action steps to improve intern performance.

On-Site Visits

Candidates in the PEL program will receive a minimum of 3 on-site visits per year. The purpose of the visits is to provide and coaching and feedback on internship activities observed by the field supervisor.

Preconference - Each visit will be preceded by a preconference. The pre-conference will provide an opportunity for the intern and field supervisor to discuss the upcoming activity and allow the supervisor to coach the intern on any concerns or questions he or she might have concerning the visit.

Observation – The observer will observe the interns performance to determine strengths and challenge. Based on the observations, the observer will develop guiding questions to leverage high yield strategies to allow the intern to reflect and formulate a plan to reinforce strengths and refine challenge areas.

Post-conference – The observer will provide coaching and feedback using the guiding questions developed during the observation. The intern will provide a written reflection as part of the observation protocol.

Copies of onsite observations will be provided to site supervisors. **See Attached Observation Form.**

Recorded Activities

Participants will be required to record and submit a 15 minute video clip from a collaborative group session led by the intern. During class, interns will work in groups to provide coaching and feedback to each other. The submitting intern will turn in a written reflection based on the feedback.

Instructional Coaching Practices

As a part of each class, interns will view a video clip of a classroom room teacher and practice determining high leverage strategies for coaching the teacher. The sessions will progress from whole class discussion, to group discussions, to written responses. These sessions will help to prepare interns for evaluating teachers as well as prepping them for the Principal 268 TeXes written responses.

For more information, contact:

Marisa Eddins
Trish Thornton

marisa.eddins@esc2.us patricia.thornton@esc2.us 361-561-8520 361-561-8667



Partners for Educational Leadership (PEL) 2018-2019 Observation and Feedback Form

Intern Name		Date		
Field Supervisor				
Preconference: D	Date		Face to Face	Email
Questions for Pre-	-Conference:			
1. Describe wh	nat will happen duri	ng the activit	ïy.	
2 44 :				a a aktootkoon
2. What are yo	our concerns and qu	iestions abou	it conducting this	s activity?
How will thi	is activity help prepared	are you for a	dministrative du	ties?

Type of Observation:	_Face to FaceVia Tech	nology
Date:		
Begin Time:	End Time:	
Standards Addressed:		
School Culture	Human Capital	Leading Learning
Executive Leadership	Strategic Operations	
Ethics, Equity & Diversity		
Summary of Observation - Inclu	de Type of Activity, Stakehold	lers Present, and
Specific Observations		

Score each Element as follows: Some are scored for intern output and some for receiver outcomes:

- 1. Not seen
- 2. Seen on a limited basis
- 3. Seen with evidence of Proficiency

N/A Not Applicable to this Activity

Evidence of Preparation (materials, presentation, etc.)	
Interactions with Others	
Asked/Answered Questions as Appropriate	
Exhibited Knowledge of Subject	
Appropriate Content for Occasion	
Incorporated Best Practices	

Score

Coaching Questions for high leverage action steps:

1.

2.

3.

Intern Reflection on the Activity	•		
1.			
2.			
2.			
3.			
Field Supervisor		Intern	
Tield Supervisor			
Site Supervisor Receipt			

Partners in Educational Leadership – Cycle 22 – 2018-2019 Instructor Marisa Eddins

Education Service Center Region 02
209 North Water
Corpus Christi, TX 78401
OFFICE – Room 2-05
CLASSROOM – Room 3-24

Each Principal Intern will be evaluated for content mastery as well as his or her performance of internship activities on campus. All activities must be completed to a proficient level for completion of the program.

Activity	Evidence of Proficiency
Attendance	The intern must attend 100% of trainings or completed designated make activities for missed hours. Interns will demonstrate understanding of content through quizzes, exit tickets, and informal assessments.
T-TESS Certification	The intern must attend three days of T-TESS appraiser training and pass the calibration test to become Certified T-TESS Appraisers
AEL Certification	The intern must attend three days of AEL training and receive AEL Certification
Internship Activities	The intern must complete 160 hours of approved internship activities. The site supervisor must sign off for successful completion of each activity.

The intern must complete a minimum on onsite observations totaling 135 minutes throughout the practicum. Interns must participate in a coaching and feedback session with the field supervisor and provide a written reflection of the activity.
Copy of data used for comprehensive needs assessment, names of stakeholders, references for research based solutions, plan including timeline and goals, student work, dates and handouts for professional development
15 minute video, releases from participants, written reflection on the experience
Certificate of completion: Suicide Awareness Training, Dyslexia Identification Training, Principal Pre-K Training, TBSI for Administrators Training, Ethics Training
Recommendation by the Field Supervisor and Site Supervisor for issuance of the standard certificate.
An intern who enters the program without a Master's Degree, must complete the degree before receiving a standard certificate.

For more information, contact:

Marisa Eddins Trish Thornton marisa.eddins@esc2.us patricia.thornton@esc2.us 361-561-8520 361-561-8667